

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

## **English II**

### **English/Language Arts Crosswalk – Overview:**

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21<sup>st</sup> century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12/CCR. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

The emphasis that the Common Core State Standards (CCSS) place on informational texts is directed toward the sum of student reading – not just the reading in ELA setting. “The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.” Literacy in (not mastery of) subjects other than English is expected of students studying under the teaching and learning expectations of the Common Core State Standards (CCSS, 2010). Competency in this expanded view of literacy enriches the student’s communication skills and the audience’s knowledge and appreciation. It is expected that teachers in all subjects will understand and accept that teaching literacy is a shared responsibility.

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“To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts” (CCSS).

The scope and sequence of literature for North Carolina high school students allows for a literary experience that carries not only a global perspective but an opportunity to view U.S. literature and literary nonfiction within a global lens. Literary nonfiction (a type of informational text) uses artistic and literary techniques often associated with fiction or poetry to report on actual persons, events, or places. In each English course (I – IV) students are required to study U.S. documents “of historical and literary significance” as well as one Shakespearean play. The literature selections provide a vehicle by which to teach the CCSS standards and ensure that students will have a rich and diverse understanding of literature by the end of their senior year:

The **English I** course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play.

**English II** introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included.

**English III** is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17<sup>th</sup> century through the early 20<sup>th</sup> century. At least one Shakespearean play should be included.

**English IV** completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELA standards.



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[www.corestandards.org](http://www.corestandards.org)

<http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx>

<http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf>



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## English II

Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li>providing textual evidence to support understanding of and reader's response to text.</li> <li>making inferences, predicting, and drawing conclusions based on text.</li> </ul>	
		2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li>demonstrating comprehension of main idea and supporting details.</li> <li>summarizing key events and/or points from text.</li> </ul> 4.03 Analyze the ideas of others by identifying the ways in which writers: <ul style="list-style-type: none"> <li>introduce and develop a main idea.</li> </ul>	
		3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li>analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.</li> </ul>	The Common Core State Standard (CCSS) is more specific It requires students to consider how characters advance the plot or develop the story's theme.



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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	5.01 Read and analyze selected works of world literature by: <ul style="list-style-type: none"><li>analyzing literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, situational irony, and imagery and explaining their effect on the work of world literature.</li></ul>	CCSS includes the impact of word choice on text and utilizing context to determine connotations.
		5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"><li>identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</li></ul> 4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"><li>identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</li></ul>	
		6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,	5.01 Read and analyze selected works of world literature by: <ul style="list-style-type: none"><li>understanding the importance of cultural and</li></ul>	



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Strand	Cluster	Standard	Objective	Comments
		drawing on a wide reading of world literature.	historical impact on literary texts.  4.02 Analyze thematic connections among literary works by: <ul style="list-style-type: none"><li>• showing an understanding of cultural context.</li></ul>	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Integration of Knowledge & Ideas	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment		New expectation in CCSS
		8. Not applicable to literature		
		9. Analyze how an author draws on and transforms source material in a specific work	4.01 Interpret a real-world event in a way that: <ul style="list-style-type: none"> <li>reflects on observation and shows how the event affected the current viewpoint.</li> </ul>	CCSS is more specific with regards to the integration of source materials.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Range of Reading & Level of Text Complexity	10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	5.02 Demonstrate increasing comprehension and ability to respond personally to texts by: <ul style="list-style-type: none"><li>documenting the reading of student-chosen works</li></ul>	CCSS refers to the 9-10 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.
			5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li>providing textual evidence to support understanding of and reader's response to text.</li> <li>making inferences, predicting, and drawing conclusions based on text.</li> </ul>	
		2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li>demonstrating comprehension of main idea and supporting details.</li> <li>summarizing key events and/or points from text.</li> </ul>	
		3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:	CCSS specifies text structure and the development of ideas.



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Strand	Cluster	Standard	Objective	Comments
		developed, and the connections that are drawn between them.	<ul style="list-style-type: none"><li>analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.</li></ul>	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4.03 Analyze the ideas of others by identifying the ways in which writers: <ul style="list-style-type: none"> <li>use effective word choice as a basis for coherence.</li> </ul>	CCSS includes the impact of word choice on text and utilizing context to determine connotations.
		5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li>analyzing and evaluating the effects of author's craft and style</li> </ul> 4.03 Analyze the ideas of others by identifying the ways in which writers: <ul style="list-style-type: none"> <li>relate the structure/organization to the ideas.</li> </ul>	CCSS looks closely at idea development.
		6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	4.03 Analyze the ideas of others by identifying the ways in which writers: <ul style="list-style-type: none"> <li>introduce and develop a main idea</li> </ul>	CCSS specifies analyzing rhetoric as a vehicle in developing a point of view.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		New expectation in the CCSS.
		8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"><li>identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.</li></ul>	CCSS includes determining valid sources as well as fallacious reasoning.
		9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"><li>identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.</li></ul>	CCSS very specific with regards to text types.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Range of Reading & Level of Text Complexity	10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus.	CCSS refers to the 9-10 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.
			4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus	



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Strand	Cluster	Standard	Objective	Comments
Writing	Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	3.01 Examine controversial issues by: <ul style="list-style-type: none"> <li>developing a framework in which to discuss the issue (creating a context).</li> <li>compiling personal responses and researched data to organize the argument.</li> </ul>	CCSS very specific with regards to writing an argument emphasizing the complete writing process.
		<ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or</li> </ul>		



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Strand	Cluster	Standard	Objective	Comments
		section that follows from and supports the argument presented.		



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
		<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2.02 Create responses that examine a cause/effect relationship among events by:</p> <ul style="list-style-type: none"><li>logically organizing connections by transitioning between points.</li><li>developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points</li></ul> <p>3.02 Produce editorials or responses to editorials for a neutral audience by providing:</p> <ul style="list-style-type: none"><li>relevant, reliable support.</li></ul> <p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"><li>using language effectively to create mood and tone.</li></ul>	CCSS does not designate between specific types of informational text but looks at informative and explanatory texts as a whole.

16



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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>1.01 Produce reminiscences (about a person, event, object, place, animal) that engage the audience by:</p> <ul style="list-style-type: none"><li>• using specific and sensory details with purpose moving effectively between past and present.</li></ul> <p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"><li>• using language effectively to create mood and tone.</li></ul>	CCSS more specific with regards to a writing process.



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Strand	Cluster	Standard	Objective	Comments
Writing	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6.01 Demonstrate an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"><li>• using correct form/format for essays, business letters, research papers, bibliographies.</li></ul> 1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"><li>• identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.</li></ul>	CCSS goes beyond identifying and analyzing purpose, audience, and context by requiring the application of these skills in student writing.
		5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	6.02 Edit for: <ul style="list-style-type: none"><li>• subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences.</li><li>• appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks).</li><li>• parallel structure.</li><li>• clichés trite expressions.</li><li>• spelling</li></ul>	CCSS emphasizes the entire writing process.
		6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other	3.01 Examine controversial issues by: <ul style="list-style-type: none"><li>• presenting data in such forms as a graphic, an essay, a speech, or a video.</li></ul>	CCSS includes technology as a valuable tool.



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Strand	Cluster	Standard	Objective	Comments
		information and to display information flexibly and dynamically		



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Strand	Cluster	Standard	Objective	Comments
Writing	Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.03 Pose questions prompted by texts and research answers	CCSS provides specific research criteria.
		8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	2.03 Pose questions prompted by texts and research answers by: <ul style="list-style-type: none"><li>accessing cultural information or explanations from print and nonprint media sources</li></ul> 3.03 Respond to issues in literature in such a way that <ul style="list-style-type: none"><li>requires gathering of information to prove a particular point</li></ul>	CCSS very specific with regards to the use of Web 2.0 tools.
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"><li>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li><li>b. Apply <i>grades 9–10 Reading standards</i></li></ul>	2.03 Pose questions prompted by texts (such as the impact of imperialism on <i>Things Fall Apart</i> ) and research answers by: <ul style="list-style-type: none"><li>prioritizing and organizing information to construct a complete and reasonable explanation.</li></ul> 3.03 Respond to issues in literature in such a way that: <ul style="list-style-type: none"><li>effectively uses reason and evidence to prove a given point</li></ul>	CCSS emphasizes the use of textual evidence.



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Strand	Cluster	Standard	Objective	Comments
		to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		



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Strand	Cluster	Standard	Objective	Comments
Writing	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	1.01 Produce reminiscences (about a person, event, object, place, animal) that engage the audience	CCSS specifies writing routinely.
			2.02 Create responses that examine a cause/effect relationship among events	
			2.03 Pose questions prompted by texts (such as the impact of imperialism on <i>Things Fall Apart</i> ) and research answers	
			3.02 Produce editorials or responses to editorials for a neutral audience	
			3.03 Respond to issues in literature	



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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Speaking and Listening	Comprehension and Collaboration	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse</p>	<p>1.02 Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by:</p> <ul style="list-style-type: none"> <li>relating personal knowledge to textual information or class discussion.</li> </ul> <p>3.01 Examine controversial issues by:</p> <ul style="list-style-type: none"> <li>sharing and evaluating initial personal response.</li> <li>researching and summarizing printed data.</li> <li>developing a framework in which to discuss the issue (creating a context).</li> </ul> <p>4.01 Interpret a real-world event in a way that:</p> <ul style="list-style-type: none"> <li>makes generalizations about the event supported by specific references.</li> </ul>	CCSS delineates specifics for effective collaborative discussions.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
		perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
		2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	3.01 Examine controversial issues by: <ul style="list-style-type: none"> <li>presenting data in such forms as a graphic, an essay, a speech, or a video.</li> </ul> 3.02 Produce editorials or responses to editorials for a neutral audience by providing: <ul style="list-style-type: none"> <li>relevant, reliable support.</li> </ul>	
		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence	4.04 Evaluate the information, explanations, or ideas of others by: <ul style="list-style-type: none"> <li>identifying clear, reasonable criteria for evaluation.</li> <li>applying those criteria using reasoning and substantiation.</li> </ul>	



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## English II

Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Speaking and Listening	Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	3.01 Examine controversial issues by: <ul style="list-style-type: none"> <li>developing a framework in which to discuss the issue (creating a context).</li> </ul>	CCSS does not specify “controversial issues” but includes all informational writing.
		5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	3.01 Examine controversial issues by: <ul style="list-style-type: none"> <li>presenting data in such forms as a graphic, an essay, a speech, or a video.</li> </ul>	CCSS does not specify “controversial issues” but includes all informational writing.
		6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6.01 Demonstrate an understanding of conventional written and spoken expression	



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## English II

Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Language	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations	6.01 Demonstrate an understanding of conventional written and spoken expression	CCSS provides specific conventions.
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	6.02 Edit for: <ul style="list-style-type: none"> <li>subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences.</li> <li>appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks).</li> <li>parallel structure.</li> <li>clichés trite expressions.</li> <li>spelling.</li> </ul>	



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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language	Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	6.01 Demonstrate an understanding of conventional written and spoken expression by:	More specific in the CCSS. Includes applying conventions to create appropriate writer style and meaning rather than simply formatting correctly.
		a. Write and edit work so that it conforms to the guidelines in a style manual e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.	<ul style="list-style-type: none"><li>using correct form/format for essays, business letters, research papers, bibliographies.</li></ul>	

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## English II

Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language	Vocabulary Acquisition and Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>• using word recognition strategies to understand vocabulary and exact word choice (Greek, Latin roots and affixes, analogies, idioms, denotation, connotation).</li> <li>• using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.</li> <li>• examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking.</li> </ul>	CCSS includes the use of reference materials to inform vocabulary use and acquisition.



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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
		<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>5.01 Read and analyze selected works of world literature by:</p> <ul style="list-style-type: none"> <li>analyzing literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, situational irony, and imagery and explaining their effect on the work of world literature.</li> </ul> <p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking.</li> </ul>	CCSS does not specify world literature.
		6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		New expectation in the CCSS.